

# **Iowa Community Colleges**

# **Performance Indicators**

Alignment with Five-Year Plan

June 2007

### Introduction

The lowa State Board of Education has asked for measures to indicate progress within the five-year plan framework. In August 2006, the lowa State Board of Education approved a set of performance measures linked to the goals of the statewide Community College Strategic Plan. The board requested two additional measures addressing the success of students regarding transfer and economic impact. The measures abide by the guiding principles of the performance indicators, and whenever possible attempt to utilize existing community college performance indicators.

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## Five-Year Plan for the Community Colleges of Iowa

### The **VISION**

The community colleges of lowa will excel in meeting the individual learning and diverse community needs of lowa, in preparing the 21st century workforce, and in growing lowa and its economy.

### The MISSION

The mission of the community colleges of Iowa in the 21<sup>st</sup> century is to provide exemplary educational and community services to meet the needs and enhance the lives of Iowans.

### The VALUES

Overarching Value: The right of all lowans to achieve their full potential through quality education.

- 1. Accesses and Opportunity
- 2. Responsiveness
- 3. Collaborative Relationships
- 4. Communities and Civic Responsibility
- 5. Local Control and Shared Responsibility

### The ROLE AND SCOPE

The community colleges of lowa offer a wide range of programs and services designed to meet the educational, economic, and community needs of lowa's citizens.

- 1. College Credit Programs
- 2. Continuing Education Programs
- 3. Services and Programs for High School Students and Teachers
- 4. Developmental Education Programs
- 5. Adult Education Programs
- 6. Student Development Programs and Services
- 7. Economic Development Programs

## **Strategic Goals**

- 1. The community colleges of lowa will provide high –quality, comprehensive educational programs and services accessible to all lowans.
- 2. The community colleges of lowa will develop high-skilled workers to meet the demands of lowa's economy.
- 3. The community colleges of lowa will maximize financial and human resources to assure provision of comprehensive community college services to lowans and to allow lowa to compete on a national and international level.
- 4. The community colleges of lowa will demonstrate effectiveness and efficiency for achieving the system mission and goals.
- 5. The community colleges of lowa will recruit, enroll, retain to completion or graduation persons of underrepresented groups in all programs. Recruit and retain persons from minority racial/ethnic groups in faculty and administrative roles.

## **Iowa Community College Performance Indicators**

The 2001 "Shaping the Future- a Five-Year Plan for lowa's System of Community Colleges" included an initiative to "develop a set of agreed-upon performance indicators common to all community colleges". A Community College Performance Task Force comprised of a community college President, a trustee, the IACCT Executive Director, a chief academic officer, a reporting officer, and representatives from the Departments of Education, Workforce Development and Economic Development was formed. Recommendations were made to the Department of Education after review by the Iowa Association of Community College Presidents and the Iowa Association of Community College Trustees. In November 2003, the State Board of Education approved the following eight (8) performance indicators to be collected on an annual basis.

- 1. Participation in credit career and technical education programs
- 2. Participation in credit arts and sciences programs
- 3. Total participation in non-credit programs
- 4. The proportion of the state's adult population (18-64 years of age) enrolled in a community college course
- 5. The number of credit student awards
- 6. The number of basic skills certificates issued
- 7. The number of high school equivalency diplomas (GED) awarded
- 8. The proportion of high school credentials awarded by lowa community colleges

The State Board of Education also directed the Department of Education to continue its work with the Task Force and to continue the investigation of indicators related to economic development, persistence, and student success after leaving the community college, as well of quantifiable goals for each performance indicator.

Career and Technical Education numbers include students who are enrolled in only a Career and Technical program as well as those who have enrolled in a combination of Career and Technical, College Parallel – Career Option or Arts and Sciences program.

### **Guiding Principles**

- Performance indicators should primarily provide a basis to report and to advocate for student learning needs.
- The set of performance indicators should be simple and few.
- Performance indicators will be utilized to summarize the community colleges' statewide performance; their goal is to provide baseline information on the system as a whole.
- Performance indicators will encompass the comprehensive nature of the community college mission.
- Performance indicators will be consistent with other statewide accountability and performance measures and their determination.
- Performance indicators will build on existing data and will not place additional data burden on Community Colleges.

### **Performance Indicators**

Goal #1: The community colleges of lowa will provide high –quality, comprehensive educational programs and services accessible to all lowans.

### **Performance Indicators**

- 1. Community College Credit Enrollment
- 2. Number of Students Enrolled in Credit Arts and Science Programs
- 3. Community College High School Enrollment
- 4. Percentage of State's Adult Population (18-64) Enrolled in a Community College Course
- 5. Statewide Articulation Agreement
- 6. New programs approved
- 7. Cumulative Transfer Rate

#### 1. Community College Credit Enrollment

Year-end credit unduplicated headcount enrollments have increased 16,034 students (15.17%) from Fiscal Year 2002 to Fiscal Year 2006.

#### Credit Enrollment and Credit Hours Fiscal Year 2002 to Fiscal Year 2006

		Enrollment ited Headcount)	Cre	edit Hours
Fiscal Year	Headcount	Percent Change *	Hours	Percent Change *
2002	105,719	7.22%	1,555,612	7.78%
2003	111,745	5.70%	1,660,544	6.75%
2004	116,439	4.20%	1,737,909	4.66%
2005	120,217	3.24%	1,782,189	2.55%
2006	121,753	1.28%	1,781,027	-0.07%

<sup>\*</sup> Fiscal Year 2001 Credit Enrollment totaled 98,602; Credit Hours totaled 1,443,319.

#### 2. Number of Students Enrolled in Credit Arts and Science Programs

Arts and Science programs include credit courses in College Parallel/Liberal General Studies/College Transfer that are transferable to four-year institutions for completion of a baccalaureate degree.

#### Participation in Credit Arts and Science Programs

Program	Fiscal Year				
Flogram	2002	2003	2004	2005	2006
Unduplicated Arts and Science Credit Enrollment	74,080	77,583	79,296	82,213	81,523

- Definition: Participation in Credit Arts and Science Programs/Number of Unduplicated Students (Student Majors) Enrolled in Credit Arts and Science Programs (Fiscal Years 2002-2006)
- b. Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education
- c. Agency: Iowa Department of Education
- d. Frequency: Annually Published Sources: Iowa Department of Education MIS Reports

### 3. Community College High School Enrollment

The high school student population is becoming a larger portion of the total student population. During Fiscal Year 2002, High School students accounted for 14.79% of the population and 6.93% of the credit hours. During Fiscal Year 2006, those proportions had grown to 20.95% and 10.90% respectively.

#### High School Credit Enrollment and Credit Hours Fiscal Year 2002 to Fiscal Year 2006

Fiscal	Students			(	Credits per		
Year	HS	All	% of All	HS	All	% of All	Student
2002	15,633	105,719	14.79%	107,767.75	1,555,612.00	6.93%	6.89
2003	17,833	111,745	15.96%	122,754.85	1,660,544.00	7.39%	6.88
2004	21,050	116,439	18.08%	145,281.30	1,737,909.20	8.36%	6.90
2005	22,905	120,217	19.05%	163,051.75	1,782,187.15	9.15%	7.12
2006	25,507	121,753	20.95%	194,143.10	1,781,027.00	10.90%	7.61

HS = High School Student Information, All = Total Student Information.

Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education.

Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education.

#### 4. Percentage of State's Adult Population (18-64) Enrolled in a Community College Course

The methodology for calculation of this indicator included an adjustment in 2006 to include community college students 18 through 64 (previous years included those students under 18).

Proportion of State's Adult Population Enrolled in a Community College Course

Drogram	Fiscal Year					
Program	2002	2003	2004	2005	2006	
Rate of Iowa's Adult						
Population Enrolled in	24.93%	24.95%	23.89%	23.03%	22.59%	
Community College Courses						

- Definitions Proportion of State's Adult Population Enrolled in a Community College Course (Fiscal Years 2002-2006)
  - -Numerator: Total Year-End Unduplicated Credit Enrollment and Non-Credit Unduplicated Enrollment
  - --Denominator: 2000 Census Total State Adult Population (18-64 years of age-website 2/7/2003) (Example Ratio 396,604/1,755,794=22.59%)
  - (Approximately 1% of the State's Adult Population Enrollment in a Community College Course is over the age of 64)
- b. Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education
- c. Agency: Iowa Department of Education
- d. Published Sources: Iowa Department of Education MIS Reports

#### 5. Statewide Articulation Agreement

The statewide AA Articulation agreement with the three regents institution was initially approved in 1981. It is annually renewed by the Community Colleges and Regents through LACTS and is reaffirmed on the spring LACTS conference. I The seven statewide agreements (Associate of Arts Articulation, Voc/Tech Credit, Common Grading Symbols, Credit by Exam, Voc/Tech Programs in Electronics, Military Credit, Evaluations of International Student Academic Credentials) were reviewed and reaffirmed. During the 2006-2007 academic year, the Association of Science Degree articulation agreement was reached and approved. One of the vehicles utilized to ease the transition of students into community colleges and transferring to the Regents universities is the common course numbering system. The system was implemented in the fall of 2006. Community colleges and the Regents universities are continuing to work on program-to-program articulation agreements. Efforts are underway to make the AS Degree more uniform across lowa's 15 community colleges, and there are continued discussions regarding the transfer of the AS and AAS degrees to the Regents universities. The common course numbering system initiative will continue to move toward common course descriptions and core content over the next several years. As the integrity of the common course numbering system improves, articulation efforts will be significantly improved. Iowa State University is assessing the creation of a Bachelor of Applied Science or Bachelor of Technology degree program to improve the transition of students from community college technical degree (AAS) programs. The program would be modeled after the Bachelor of Applied Studies the University of Iowa began offering in the 2005-2006 academic year.

#### 6. New programs approved

During FY2006, 20 new career and technical programs were approved by the Department of Education and implemented.

**Number of New Programs** 

	Fiscal Year					
	2003	2004	2005	2006		
New Programs	4	24	31	20		

- Definition: Number of New Programs offered by Iowa Community Colleges (Fiscal Years 2003-2006)
- Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education
- Agency: Iowa Department of Education
  Frequency: Annually Published Sources: Iowa Department of Education MIS Reports

Program Name
Animal Health/Veterinary Assistant Technician
Automotive Collision Technology
Cancer Information Technology
Computer and Information Systems Technology
Construction Technology
Cosmetology Management
Dental Hygiene
Desktop Publishing and Digital Imaging Design Technology
Fire Science/Firefighting Technology
Language Interpretation and Translation Technology
Logistics and Materials Management
Massage Therapy Technician
Medical/Insurance Coding Specialist
Multinterdisciplinary Technical Studies
Pharmacy Technician
Security Services-Homeland Terrorism Technology
Surgical Technician
Surgical Technology
Sustainable Energy Technology
Viticulture Technician

#### 7. Cumulative Transfer Rate

Community College Transfer Study

A study conducted by Iowa State University for the Iowa Department of Education, tracked leavers three years after departing the community college. The study focused on three categories of leavers due to sufficient sample sizes. The Associate of Arts (AA) degree is designed to transfer to four-year institutions. The table below indicates 67.09% of the 2002 AA awardees transferred to a four-year institution within three years.

#### Cumulative Transfer Rate, 2002 Cohort by Award Type

Cumulative Transfer Rate					
	2002 Cohort				
Award Type	N	%			
AA	3,713	2,491	67.09%		
AAS	3,631	528	14.54%		
Non-Awardees	49,895	7,798	15.63%		

Associate in Arts (AA)

Associate in Applied Sciences (AAS)

Non-Awardees:

- 1) were enrolled in fiscal year 2002 at an Iowa community college;
- 2) were not enrolled in fiscal year 2002 at any 4-year institutions;
- 3) were not enrolled in fiscal year 2002 in high school; and
- 4) did not receive any type of award in fiscal year 2002, 2003, 2004, or 2005 from an lowa community college.

# Goal #2: The community colleges of lowa will develop high-skilled workers to meet the demands of lowa's economy.

### **Performance Indicators**

- 1. Number of Students Enrolled in Credit Career and Technical Education Programs
- 2. Number of Students Enrolled in Community College Non Credit Courses
- 3. Economic Impact of Iowa Community Colleges
- 4. Number of Basic Skills Certificates
- 5. Number of High School Equivalency Diplomas Awarded
- 6. Iowa Department of Economic Development Initiatives
- 7. One Source

#### 1. Number of Students Enrolled in Credit Career and Technical Education Programs

Participation in Credit Career and Technical Education Programs

Drogram			Fiscal Year		
Program	2002	2003	2004	2005	2006
Unduplicated Career and Technical Credit Enrollment	34,389	37,348	40,037	41,191	42,169

- Definition: Participation in Credit Career and Technical Education Programs/Unduplicated Number of Students (Student Majors) Enrolled in Credit Career and Technical Education Programs (Fiscal Years 2001-2005)
- b. Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education
- c. Agency: Iowa Department of Education
- d. Frequency: Annually
- e. Published Sources: Iowa Department of Education Management Information System (MIS) Reports

#### 2. Number of Students Enrolled in Community College Non Credit Courses

Total Participation in Community College Non-Credit Courses

	<u> </u>				
Drogram			Fiscal Year		
Program	2002	2003	2004	2005	2006
Unduplicated Non-Credit Enrollment	331,948	326,334	302,994	294,668	287,073

- Definition: Total Participation in Community College Non-Credit Courses/Unduplicated Number of Students Enrolled in Community College Non-Credit Courses (Fiscal Years 2002-2006)
- b. Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education
- c. Agency: Iowa Department of Education
- d. Frequency: Annually
- e. Published Sources: Iowa Department of Education MIS Reports

#### 3. Economic Impact of Iowa Community Colleges

A study conducted by Iowa State University for the Iowa Department of Education, tracked wages of a fiscal year 2002 cohort of community college students. The figure and tables below show the results for all students in the study. Results are shown for completers and leavers, and completers are divided into all associate degree completers, associate in applied science (AAS), diploma and certificate completers.

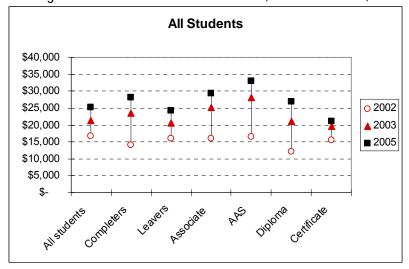
For completers and leavers in the FY2002 cohort, as shown in Figure 28, the following results can be seen:

- During the first year out of college (FY 03), completers experienced higher median annual earnings than leavers.
- Students who completed programs of study offered by two-year colleges doubled their earnings between 2002 and 2005.
- Between FY 02 and FY 05 the percentage gains in median annual earnings were almost twice as much for completers (101.46%) than leavers (51.54%).
- Completers had higher median annual earnings (\$23,594) after FY 03 and FY 05 (\$28,217) than leavers.

For different types of completers, as shown in Figure 28, the following results can be seen:

- Completers experienced positive gains in median annual earnings across all education attainment levels.
- During the first year out of college (FY 03), Associate in Applied Science (AAS) degree completers experienced the highest median annual earnings (\$28,110).
- Diploma completers experienced the largest percentage gain (120.36%) in median annual earnings between FY 02 and FY 05.
- During the first year out of college (FY 03) and third year out of college (FY 05), AAS degree completers experienced the highest median annual earnings.
- Certificate completers experienced the least percentage gain in median annual earnings between FY 02 and FY 05 (36.53%), and FY 03 and FY 05 (7.22%).

Median Annual Earnings of All Students for Fiscal Year 2002, Fiscal Year 2003, and Fiscal Year 2005.



# Goal #2: The community colleges of lowa will develop high-skilled workers to meet the demands of lowa's economy.

#### 4. Number of Basic Skills Certificates

#### **Basic Skills Certificates**

Number of Basic Literacy Skills Certificates Issued Through Iowa Community Colleges

Program Years 2002 to 2006

		Program Year					
Program	2002	2003	2004	2005	2006		
Basic Skills Certificates	4,435	5,037	6,737	6,306	6,275		

- a. Definitions: (Program Year July 1-June 30). The number of Basic Literacy Skills Certificates issued in the subject areas of Reading, Mathematics and Writing for Comprehensive Adult Student Assessment System (CASAS Levels A-D).
- b. Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education
- c. Agency: Iowa Department of Education
- d. Frequency: Annually
- e. Published Sources: Iowa Department of Education, Program Year 2002-2006 Basic Literacy Skills Credential Program, Annual Report

#### 5. Number of High School Equivalency Diplomas Awarded

#### High School Equivalency Diplomas (GED)

Number of High School Equivalency Diplomas (GED) Issued Through Iowa Community Colleges

Program Years 2002 to 2006

	Program Year				
Program	2002	2003	2004	2005	2006
High School Equivalency Diplomas (GED)	6,675	3,675	3,947	4,065	3,893

- a. Definitions: (Program Year July 1-June 30). The number of Basic Literacy Skills Certificates issued in the subject areas of Reading, Mathematics and Writing for Comprehensive Adult Student Assessment System (CASAS Levels A-D).
- b. Source: Iowa Department of Education, Bureau of Community Collèges and Career and Technical Education
- c. Agency: Iowa Department of Education
- d. Frequency: Annually
- e. Published Sources: Iowa Department of Education, Program Year 2002-2006 Basic Literacy Skills Credential Program, Annual Report

#### 6. Iowa Department of Economic Development Initiatives

lowa Industrial New Jobs Training Programs (260E) assist businesses that are creating new positions or new jobs in the State of lowa. The community college district in which the new or expanding business is located issues training certificates (bonds) to pay for the training costs. Flexible funding may be utilized to meet a variety of training and employee development needs.

Iowa Industrial New Jobs Training Programs (260E)

Fiscal Year		Credit		on-Credit
i iscai i eai	Students	Credit Hours	Students	Contact Hours
2002	2	34	6,461	152,783.24
2003	84	178	5,286	83,308.33
2004	8	98	4,378	80,639.75
2005	14	70	5,292	125,608.01
2006	0	0	6,595	97,416.59

lowa Jobs Training Programs (260F) foster growth and competitiveness of lowa's business and industry by building workforce skills and expertise. Customized training programs are developed for current employees.

Iowa Jobs Training Programs (260F)

::::a : :::: : : : : : : : : : : : : :					
Fiscal Year		Credit	Non-Credit		
i iscai i cai	Students	Credit Hours	Students	Contact Hours	
2002	29	29.5	6,380	108,319.84	
2003	100	304	10,203	124,707.69	
2004	49	122	9,633	136,173.14	
2005	72	144	9,232	142,400.35	
2006	26	52	9,123	128,950.44	

Accelerated Career Education (ACE 260G) supports the development or expansion of educational programs that address critical workforce needs. The legislation contained three components: infrastructure, program job credits, and student aid.

Accelerated Career Education (260G)

Fiscal Year	C	credit	Non-Credit		
riscai reai	Students Credit Hours		Students	Contact Hours	
2002	1,318	22,550.00	1,269	118,435.40	
2003	1,333	24,753.00	4	369.6	
2004	1,931	39,088.00	38	328.2	
2005	2,579	51,847.00	27	4,513.30	
2006	2,501	47,390.50	252	57,068.20	

#### 7. One Source courses and enrollments

One Source Training is the partnership of Iowa's 15 community colleges to deliver training on a statewide basis.

Year	Classes	Students	Contact Hours
2004	326	1,068	27,493
2005	215	3,299	8,267
2006	87	1,922	35,068

Goal #3: The community colleges of lowa will maximize financial and human resources to assure provision of comprehensive community college services to lowans and to allow lowa to compete on a national and international level.

#### **Performance Indicators**

- 1. Fund 1 Total Revenues and Total Expenditures
- 2. Revenues and Expenditures by FTEE
- 3. State General Aid vs. Credit Student Enrollment
- 4. Tuition Trends
- 5. Iowa Tuition vs. Surrounding States and National Average
- 6. Iowa Faculty Salary vs. National Average

Goal #3: The community colleges of lowa will maximize financial and human resources to assure provision of comprehensive community college services to lowans and to allow lowa to compete on a national and international level.

#### 1. Fund 1 Total Revenues and Total Expenditures

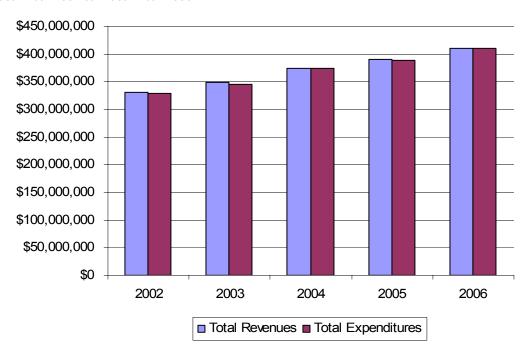
Total revenues and total expenditures for Fund 1 have continued to increase over the past five years. When comparing the percentage increase in total revenues to the total increase in expenditures, they have continually increased at approximately the same rate.

Fund 1 Total Revenues and Total Expenditures Fiscal Year 2002 to Fiscal Year 2006

Fund 1	Fiscal Year					
i uliu i	2002	2003	2004	2005	2006	
Total Revenues	\$331,489,445	\$349,168,834	\$374,231,104	\$389,730,597	\$410,686,618	
Total Expenditures	\$329,227,173	\$345,950,882	\$374,628,841	\$387,754,143	\$409,580,494	

Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education, Annual Report, Unrestricted General Fund, AS-15E, Fund 1.

Fund 1 Total Revenues and Total Expenditures Fiscal Year 2002 to Fiscal Year 2006



Goal #3: The community colleges of lowa will maximize financial and human resources to assure provision of comprehensive community college services to lowans and to allow lowa to compete on a national and international level.

#### 2. Revenues and Expenditures by FTEE

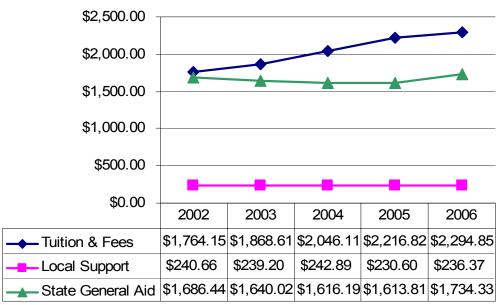
Revenues and expenditures by FTEE have both increased from Fiscal Year 2002 to Fiscal Year 2006, with revenues by FTEE increasing \$698.55 (17.19%) and expenditures by FTEE increasing \$713.46 (17.68%). As shown in the figure below, from Fiscal Year 2002 to Fiscal Year 2006 State General Aid increased by \$47.89 per FTEE (2.84%), Tuition and Fees increased by \$530.70 per FTEE (30.08%), and Local Support decreased \$4.28 per FTEE (-1.78%)

# Revenues and Expenditures by FTEE Fiscal Year 2002 to Fiscal Year 2006

Fiscal Year	FTEE	Total Revenues	Revenues by FTEE	Expenditures	Expenditures by FTEE
2002	81,583.54	\$331,489,445	\$4,063.19	\$329,227,173	\$4,035.46
2003	84,502.34	\$349,168,834	\$4,132.06	\$345,950,882	\$4,093.98
2004	84,699.42	\$374,231,104	\$4,418.34	\$374,628,841	\$4,423.04
2005	86,614.34	\$389,730,597	\$4,499.61	\$387,754,143	\$4,476.79
2006	86,247.10	\$410,686,618	\$4,761.74	\$409,580,494	\$4,748.92

Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education, Annual Report, Unrestricted General Fund, AS-15E, Fund 1.

#### Revenues by FTEE Fiscal Year 2002 to Fiscal Year 2006



Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education

Goal #3: The community colleges of lowa will maximize financial and human resources to assure provision of comprehensive community college services to lowans and to allow lowa to compete on a national and international level.

#### 3. State General Aid Change Compared to Credit Student Enrollment Change

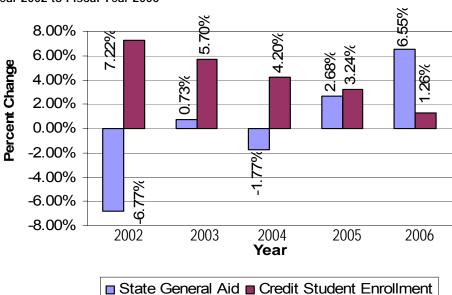
State General Aid to the community colleges continued to increase as Fiscal Year 2006 aid exceeded Fiscal Year 2002 aid by \$11,995,215 (8.72%). While the rate of annual credit student enrollment is increasing at a lesser rate from Fiscal Year 2002 to Fiscal Year 2006, the overall growth rate from Fiscal Year 2002 to Fiscal Year 2006 of 15.17% (16,034 students) exceeded the state general aid percentage increase during that same period (8.72%).

State General Aid Change Compared to Credit Student Enrollment Change Fiscal Year 2002 to Fiscal Year 2006

Fiscal	State General Aid		Credit Student	Enrollment
Year	N	$\%\Delta$	N	$\%\Delta$
2002	\$137,585,680	-6.77%	105,719	7.22%
2003	\$138,585,680	0.73%	111,745	5.70%
2004	\$136,890,098	-1.77%	116,439	4.20%
2005	\$139,779,246	2.68%	120,217	3.24%
2006	\$149,580,895	6.55%	121,753	1.26%

Fiscal Year 2000 State General Aid totaled \$141,577,403 and Credit Student Enrollment Totaled 95,556 Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education, 2005 Condition of Community Colleges.

# State General Aid Change compared to Credit Student Enrollment Change Fiscal Year 2002 to Fiscal Year 2006



Goal #3: The community colleges of lowa will maximize financial and human resources to assure provision of comprehensive community college services to lowans and to allow lowa to compete on a national and international level.

#### 4. Tuition Trends

According to the Chronicle of Higher Education, Almanac Issue, the annual average Full-Time resident tuition has increased from \$1,885 in Fiscal Year 1998 to \$2,876 in Fiscal Year 2005, up more than 52%. The state average annual full-time resident tuition has been consistently higher than the national average over the eight years the national data is available for as shown in the chart and graph below.

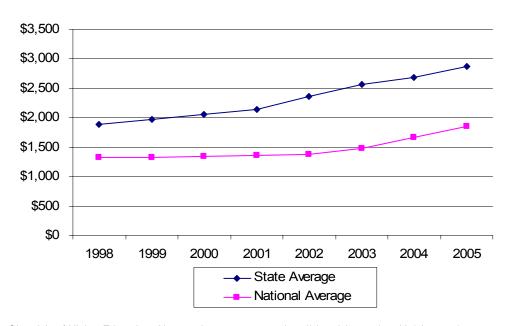
# Annual Iowa Community College Full-Time\* Resident Tuition Fiscal Year 1998 to Fiscal Year 2005

Fiscal Year	1998	1999	2000	2001	2002	2003	2004	2005
State Average	\$1,885	\$1,975	\$2,060	\$2,149	\$2,362	\$2,559	\$2,686	\$2,876
National Average	\$1,318	\$1,328	\$1,336	\$1,359	\$1,379	\$1,479	\$1,670	\$1,847

\*Fall 2001 tuition, does not include mid year increases.

Source: The Chronicle of Higher Education, Almanac Issue 1999-2007, http://chronicle.com/weekly/almanac/.

# Annual Iowa Community College Full-Time\* Resident Tuition Fiscal Year 1998 to Fiscal Year 2005



Source: The Chronicle of Higher Education, Almanac Issue 1999-2007, http://chronicle.com/weekly/almanac/.

Goal #3: The community colleges of lowa will maximize financial and human resources to assure provision of comprehensive community college services to lowans and to allow lowa to compete on a national and international level.

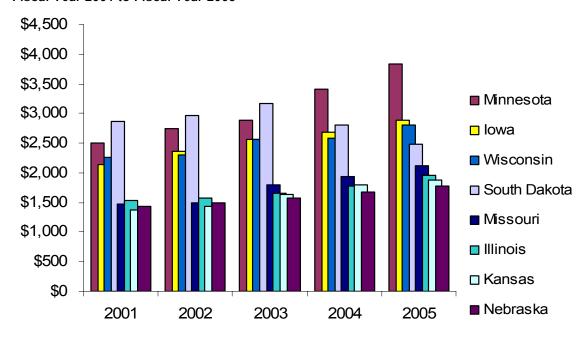
#### 5. Iowa Tuition Compared to Surrounding States and National Average

# lowa Tuition Compared to Surrounding States and National Average Fiscal Year 2001 to Fiscal Year 2005

State	Fiscal Year						
State	2001	2002	2003	2004	2005		
Minnesota	\$2,512	\$2,746	\$2,880	\$3,414	\$3,839		
Iowa	\$2,149	\$2,362	\$2,559	\$2,686	\$2,876		
Wisconsin	\$2,262	\$2,310	\$2,555	\$2,583	\$2,796		
South Dakota	\$2,861	\$2,964	\$3,167	\$2,812	\$2,480		
Missouri	\$1,482	\$1,498	\$1,792	\$1,940	\$2,128		
Illinois	\$1,534	\$1,569	\$1,662	\$1,783	\$1,952		
Kansas	\$1,379	\$1,441	\$1,640	\$1,792	\$1,882		
Nebraska	\$1,425	\$1,498	\$1,567	\$1,678	\$1,772		
National Average	\$1,359	\$1,379	\$1,479	\$1,670	\$1,847		

Source: The Chronicle of Higher Education, Almanac Issue 1999-2007, http://chronicle.com/weekly/almanac/.

# Iowa Tuition Compared to Surrounding States and National Average Fiscal Year 2001 to Fiscal Year 2005



Source: The Chronicle of Higher Education, Almanac Issue 1999-2007, http://chronicle.com/weekly/almanac/.

Goal #3: The community colleges of lowa will maximize financial and human resources to assure provision of comprehensive community college services to lowans and to allow lowa to compete on a national and international level.

#### 6. Iowa Faculty Salaries vs. National Average

#### Comparison of Iowa and National Salaries

According to the following table, Iowa Community College full-time faculty members are paid on average 80.98% of the national average for 2-year public institutions. This represents a rebound compared with the trend from 1995 to 2002. According to Figure 62, while both the national and Iowa average salaries are rising, the gap between the national average salary and Iowa average salary appears to be growing. Note: The Chronicle does not publish the salary information every single year, creating gaps in the comparative data.

Comparison of Iowa and National Salaries Average Full-Time Faculty Members Public Two-Year Institutions Fiscal Year 1995 through Fiscal Year 2005

	2-Year Public Institutions					
Fiscal	National	lov	Na			
Year	Salary	Salary	% of National			
1995	\$42,101	\$34,634	82.26%			
1996	\$43,295	\$35,726	82.52%			
1998	\$45,919	\$37,460	81.58%			
1999	\$47,285	\$38,334	81.07%			
2000	\$48,240	\$38,950	80.74%			
2002	\$50,837	\$40,431	79.53%			
2004	\$53,080	\$42,624	80.30%			
2005	\$53,932	\$43,675	80.98%			

<sup>\*</sup>Chronicle of Higher Education Almanac issue repeated previous year data; therefore data for all fiscal years is not available. Source: The Chronicle of Higher Education Almanac Issues 1997 through 2006.

# Goal #4: The community colleges of lowa will demonstrate effectiveness and efficiency for achieving the system mission and goals.

### Performance Indicators

- 1. The MIS
- 2. Accreditation Visits
- 3. Rules Task Force
- 4. MIS SWAT Team
- 5. Human Resources MIS Task Force
- 6. Administrative Records Match
- 7. Strategic Plan Measures

#### 1. The Management Information System (MIS)

The community college MIS reporting system is utilized to generate data tables for many reports annually.

- a. 2006 Condition of Community Colleges
- b. 2006 Fall Credit Enrollment Report
- c. 2006 High School Enrollment Report
- d. Fiscal Year 2006 Financial Reports
- e. Legislative Fiscal Bureau Requests
- f. Fiscal Notes

#### 2. Accreditation Visits

The state community college accreditation processes has been redesigned to more efficiently and effectively align with current regional and local standards. Some of these changes have been affected by the emergence of the AQIP accreditation model.

Fiscal Year	Comprehensive	Interim
2003	WITCC, ICCC	-
2004	NIACC	ILCC
2005	NCC	SCC
2006	SWCC	IWCC, KCC
2007	IVCCD, EICCD, DMACC, WITCC	IHCC
2008	NICC, HCC	ICCC

#### 3. Rules Task Force

A major revision to the statewide accreditation process, administrative rules, and guidelines were developed through a task force coordinated by the Division of Community Colleges and Workforce Preparation. Community College Accreditation was moved into a new Administrative Rules Chapter (#24) and the new Chapter was approved by the State Board of Education and became effective in September 2006. The revised process was designed to incorporate the Higher Learning Commission's (HLC) Academic Quality Improvement Process (AQIP).

#### 4. MIS SWAT Team

The Department of Education continues to convene a Management Information System (MIS) SWAT team to review and recommend changes/enhancements on the community college MIS, including new and revised data elements and their definitions. New data elements for compliance with House File 2527 were developed and implemented for reporting beginning in FY08. Additionally, a pilot test was conducted with Des Moines Area Community College and Hawkeye Community College regarding the addition of the state's unique K-12 student identifier.

#### 5. Human Resources MIS Taskforce

The Department of Education implemented refinements to the human resource reporting components of the MIS, consistent with the accreditation faculty credential requirements.

#### 6. Administrative Records Match

The Department of Education is developing the capacity to utilize a data match between Iowa Workforce Development (IWD) 's Unemployment Insurance (UI) records system and the community college MIS to determine job placement and retention of Iowa community college students and graduates in Iowa. Additionally access to the National Student Data Clearinghouse will enable tracking community college students as they transfer to other colleges and universities.

#### 7. Strategic Plan Measures

The Department of Education has coordinated the development of a set of quantitative measures for the Community College Statewide Strategic Plan. The Department of Education is working with Iowa Workforce Development in the development of a new MOU (Memorandum of Understanding) to have continued access to the UI records.

Goal #5: The community colleges of lowa will recruit, enroll, retain to completion or graduation persons of underrepresented groups in all programs. Recruit and retain persons from minority racial/ethnic groups in faculty and administrative roles.

#### **Performance Indicators**

- 1. Enrollments by Gender
- 2. Enrollments by Race/Ethnicity
- 3. Growth of Minority Population
- 4. Program by Gender and Race/Ethnicity by Arts and Sciences, Career & Technical Education
- 5. Award Rates by Gender and Race/Ethnicity
- 6. Employees by Gender
- 7. Employees by Race/Ethnicity

Goal #5: The community colleges of lowa will recruit, enroll, retain to completion or graduation persons of underrepresented groups in all programs. Recruit and retain persons from minority racial/ethnic groups in faculty and administrative roles.

#### 1. Enrollments by Gender

lowa Community Colleges have remained rather consistent over the last 5 years with roughly 42% male and 58% female. Nationally, Public Community Colleges have an identical gender makeup of 42% male and 58% female.

Credit Student Gender Fiscal Year 2002 to Fiscal Year 2006

Community College								
Fiscal Year	Male		Fen	Total				
	N	%	N	%	TOTAL			
2002	45,010	42.62%	60,594	57.38%	105,604			
2003	47,213	42.31%	64,377	57.69%	111,590			
2004	49,160	42.25%	67,201	57.75%	116,361			
2005	50,762	42.26%	69,360	57.74%	120,122			
2006	51,771	42.60%	69,748	57.40%	121,519			

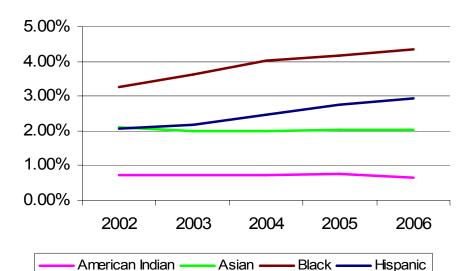
N=Students, %=Percentage of Total

Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education

#### 2. Enrollments by Race/Ethnicity

lowa Community Colleges Race/Ethnic breakdown has slowly shifted proportionally from white enrollees to growing populations of Black and Hispanic enrollees. The Asian and American Indian student populations have remained proportionally stable over the five-year trend. The Black student population is the largest minority population, however the Hispanic population is the fastest growing.

Community Colleges								
2002 2003 2004 2005 200								
American Indian	0.73%	0.73%	0.72%	0.75%	0.67%			
Asian	2.10%	2.01%	1.99%	2.02%	2.04%			
Black	3.26%	3.62%	4.01%	4.15%	4.33%			
Hispanic	2.07%	2.16%	2.45%	2.76%	2.94%			
White	91.84%	91.48%	90.83%	90.32%	90.02%			
Total Reporting	100%	100%	100%	100%	100%			

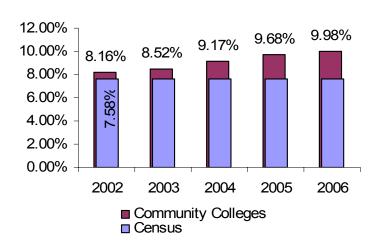


Goal #5: The community colleges of lowa will recruit, enroll, retain to completion or graduation persons of underrepresented groups in all programs. Recruit and retain persons from minority racial/ethnic groups in faculty and administrative roles.

#### 3. Growth of Minority Population

Minority students comprise 9.98% of the total community college enrollment in fiscal year 2006. According to the 2000 census 7.58% of the population was of a minority racial/ethnic background.

#### **Percentage Minority**



#### 4. Program by Gender and Race/Ethnicity by Arts and Sciences, Career & Technical Education

	A&S		Career (	Career Option		CTE		Both	
	N	%	N	%	N	%	N	%	
Total	72,465	59.52%	6,293	5.17%	40,230	33.04%	2,765	2.27%	
Gender									
Male	31,273	43.22%	2,498	39.71%	16,997	42.37%	1,003	36.29%	
Female	41,079	56.78%	3,792	60.29%	23,116	57.63%	1,761	63.71%	
Race/Ethnicity									
White	59,411	89.86%	5,344	89.33%	34,166	90.56%	2,335	88.05%	
African American	2,742	4.15%	332	5.55%	1,619	4.29%	181	6.83%	
Hispanic	2,003	3.03%	166	2.77%	1,067	2.83%	72	2.71%	
Asian	1,587	2.40%	90	1.50%	571	1.51%	42	1.58%	
American Indian	373	0.56%	50	0.84%	306	0.81%	22	0.83%	

Goal #5: The community colleges of lowa will recruit, enroll, retain to completion or graduation persons of underrepresented groups in all programs. Recruit and retain persons from minority racial/ethnic groups in faculty and administrative roles.

#### 5. Award Rates by Gender and Race/Ethnicity

Students who enrolled at a full-time capacity (24 credit hours) and for the first-time during a given fiscal year are included in a cohort of students who are tracked through the MIS system to determine if they receive an Iowa Community College award within a three year period. The last four cohorts have ranged from 41.65% to 38.85% 3-year award rates.

	FY2000	FY2001	FY2002	of	FY2003	FY2004
Total Cohort	41.62%	41.65%	41.06%	removal	39.71%	38.85%
Gender				rems		
Male	41.36%	40.51%	39.57%	ows for r students	38.90%	37.10%
Female	41.88%	42.97%	42.69%	allows ol stud	40.59%	40.85%
Race/Ethnicity				_		
White	43.15%	43.23%	42.75%	reporting nigh scho	41.77%	41.14%
African American	21.67%	22.95%	21.45%		17.59%	17.53%
Hispanic	33.85%	28.50%	31.61%	Ŀ.	23.63%	30.66%
Asian	31.85%	24.49%	31.08%	Change	28.65%	24.68%
American Indian	28.17%	31.37%	38.36%	CF	33.33%	21.79%

Note: Starting with Fiscal Year 2003, refinements to the MIS reporting system allowed for removal of High School students from the cohort of first-time, full-time students.

Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education.

Goal #5: The community colleges of lowa will recruit, enroll, retain to completion or graduation persons of underrepresented groups in all programs. Recruit and retain persons from minority racial/ethnic groups in faculty and administrative roles.

#### 6. Employees by Gender

The gender balance of community college employees mirrors the gender balance of the student population. The trend has remained fairly constant over the past five years with male employees ranging from 40.78% t o41.97% and female employees ranging from 58.01% to 59.06% of total employees.

#### Employee Gender Percentage Fiscal Year 2002 to Fiscal Year 2006

Fiscal	Male		Fen	Total *	
Year	N	%	N	%	Total *
2002	5,239	41.97%	7,247	58.01%	12,488
2003	5,111	41.51%	7,201	58.48%	12,313
2004	5,129	41.03%	7,369	58.94%	12,502
2005	5,060	41.15%	7,208	58.61%	12,298
2006	4,839	40.84%	7,009	59.16%	11,848

<sup>\*</sup>Unknown included in the total, but not shown above.

Fiscal Year 2002, Unknowns totaled 2 (0.02%); in Fiscal Year 2003, Unknowns totaled 1 (0.01%); in Fiscal Year 2004, Unknowns totaled 4 (0.03%), Fiscal Year 2005, unknowns totaled 30 or 0.24%; and in Fiscal Year 2006, unknowns totaled 19 or 0.16%.

#### 7. Employees by Race/Ethnicity

The employee racial/ethnic background table below indicates the vast majority of community college employees are white, although the percentage of black and Hispanic employees increased slightly from Fiscal Year 2002 through Fiscal Year 2006.

#### Employee Racial/Ethnic Background Fiscal Year 2002 to Fiscal Year 2006

Fiscal Year	American Indian	Asian	Black	Hispanic	White
2002	0.27%	1.49%	1.56%	1.17%	95.51%
2003	0.28%	1.46%	1.67%	1.13%	95.46%
2004	0.24%	1.56%	1.96%	1.26%	94.98%
2005	0.24%	1.27%	2.15%	1.44%	94.89%
2006	0.25%	1.23%	2.24%	1.71%	94.56%

Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education.

Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education.